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ABSTRACT

This report reviews changes in undergraduate education in Illinois since 1985-86 and identifies issues that need to be addressed. It is based on information from public university and community college annual reports on undergraduate education; "Priorities, Quality, and Productivity" reports; regular data collections; and previous State Board reports. The first section examines high school preparation and college admission. It reviews policies concerning admission requirements, actual student behavior in course selection and completion, and such issues as use of grades in required courses rather than class rank. The second section examines the undergraduate experience in Illinois in sub-sections which discuss policies, expectations, curriculum, active and collaborative learning, student assessment, faculty development, and opportunities and issues (e.g. unsatisfactory introductory courses in math, science, and engineering). Graduation and beyond is considered in the third section. Subsections examine trends in persistence, transfer, graduation, time to degree, and post-baccalaureate education and work. A concluding section notes the need to integrate the state's entire education system and to improve the academic achievement of African-American and Hispanic students. An appendix lists Committee members, policies adopted by the Board in 1990, and other Board reports on undergraduate education. (Contains 19 references.)(DB)

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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

HIGHER EDUCATION POLICY INITIATIVE ON UNDERGRADUATE EDUCATION: 1986 TO 1998

For more than a decade, one of the Board of Higher Education's major policy initiatives has been the improvement of undergraduate education in Illinois colleges and universities. In November 1985, after adopting the set of high school courses to be required for admission to public colleges and universities, the Board established a Committee on the Study of Undergraduate Education to review other aspects of the quality of undergraduate education in Illinois and recommend improvements. In September 1986, the Board adopted as policy the Committee's 24 recommendations.

In October 1989, the Board reconvened the Committee to examine progress in implementing the 1986 policies and to recommend any additions or changes that might be needed. In September 1990, the Board reaffirmed its commitment to improving undergraduate education statewide and adopted the recommended additions and changes to previous policies. The revised policies called for improvements in four areas: student access, preparation, and retention; student scholarship, achievement, and general education; transfer and articulation; and faculty and excellence in teaching. A list of members of the Committee on the Study of Undergraduate Education and the Board's policies on undergraduate education are reproduced in Appendix A.

Since 1986, the Board has regularly received status reports on various aspects of undergraduate education, ranging from admission requirements and trends in high school student preparation to assessments of college student achievement to studies of retention, transfer, and degree completion. A list of reports on undergraduate education since September 1986 is presented in Appendix B. The Board's policies on undergraduate education led to two ongoing statewide initiatives—the Illinois Articulation Initiative (IAI) and the Priorities, Quality, and Productivity (PQP) focus on faculty roles and responsibilities—and to creation of the public universities' high school feedback reports and the public university and community college shared enrollment and graduation data system. In the years since 1985-86, the policies on improving undergraduate education were expanded upon by the Board's adoption of policies on advancing minority student achievement (also in 1985-86), workforce preparation in 1991 and its follow-up action plan in 1996, and affordability in 1994.

The purpose of this report is to review changes in undergraduate education in Illinois since 1985-86, to identify issues that still need to be addressed, and to recommend next steps or new directions in light of these issues. Information is drawn from public university and community college annual reports on undergraduate education, PQP reports, regular data collections, and previous Board reports on this topic.

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High School Preparation and College Admission

Today, *most* high school graduates, not just the top quarter or half as in earlier decades, should be preparing for college, because the information economy requires college-educated workers. Colleges and universities will need to be prepared to admit—and to teach—this larger portion of Illinois' young people.

Policies

In adopting the set of high school courses required for public college and university admission, the Board believed that students would improve their chances for success in college by taking those high school courses that form the base for the undergraduate general education curriculum. As later enacted into law (P.A. 86-0954), this college-preparatory curriculum consists of four years of English, three years each of math, laboratory sciences, and social studies; and two years of electives selected from a single foreign language, art, music, or vocational education. Which electives a student should choose depends upon the student's intended college major.

A 1997 SHEEO survey shows that 30 other states also adopted admission requirements. Like Illinois, 27 states identify specific high school courses needed, with all requiring four years of English, nearly all requiring three years of math, and 13 requiring two years of a single foreign language. Washington and Oregon are converting to competency-based, rather than course-based, requirements in 2000 and 2001, and South Dakota and Wisconsin permit identified competencies to substitute for required courses.

Board policy also calls on colleges and universities to work with schools to strengthen the education of school students. The Board directly supports two types of school-college partnerships. Higher Education Cooperation Act (HECA) grants support early outreach programs to encourage and prepare minority youngsters for college, and federal Eisenhower Program funds support professional development programs to improve the teaching of math and science. In September 1997, the Board awarded $1.97 million to fund 25 HECA Minority Educational Achievement pre-college projects, and, in January 1997, $1.93 million to fund 35 Eisenhower Professional Development programs.

Student Behavior

The State Board of Education periodically surveys high schools about courses and enrollments. The spring 1995 census shows that 73 percent of public high school students enrolled in college-preparatory math in 1994-95, an increase of 20 percentage points from 53 percent in the 1987 course census. Three percent in both years were enrolled in calculus. In addition, seven percent of public school 7th and 8th graders were enrolled in algebra. In 1994-95, 24 percent of public high school students were enrolled in first-year college-preparatory biology, 14 percent in first-year chemistry, and 7 percent in first-year physics. Ten percent were enrolled in a second-year, advanced course in one of these three sciences. The 1995 census also shows that 64 percent of high schools offered calculus, and 88 percent offered physics.

The College Board and the ACT also compile course patterns for high school students who take the SAT or ACT. In 1997, 46 percent of Illinois test takers completed SAT's 20-course college-preparatory core—compared to only 29 percent in 1988. In 1985-86, only 16 percent of Illinois ACT test takers completed the ACT core college-preparatory curriculum, which is the same as the Illinois admission requirements. In 1997, 49 percent did so. Although these increases are a positive sign, *only half* of the test takers—presumably all of whom intend to go to college—

completed the courses colleges and universities expect of entering freshmen. Higher proportions of Asian American and white students than African American and Hispanic students completed the core. A 1996 National Center for Education Statistics' transcript study reported similar findings: the proportion of white high school graduates who completed the core curriculum increased from 29 percent in 1987 to 54 percent in 1994, while the proportion of African American graduates completing the core increased from 24 percent to 45 percent and Hispanics from 17 percent to 44 percent.

ACT studies show that students who complete a college-preparatory curriculum score higher than do students who do not. In 1997, the mean ACT composite score of Illinois students who completed the core curriculum was 22.9 compared with a mean composite score of 19.6 for those who did not. The with/without core difference in scores holds true for students from all racial/ethnic groups and for students from families at all income levels, although African American and Hispanic students and students from families with lower incomes were less likely to complete the recommended core. The May 1996 report on *Student Preparation for College* shows that public university freshmen who completed these required courses in high school were less likely to take remedial courses, more likely to satisfactorily complete freshman courses, and more likely to take advanced courses as freshmen than were students who did not complete them.

The Board also encourages high school students to enroll in college-level courses while in high school. In the past ten years, the number of Illinois high school students taking AP (Advanced Placement) exams has nearly doubled, from 12,140 in 1987 to 23,099 in 1997, and the number of exams they have taken has more than doubled, from 18,457 to 39,065. Nonetheless, only 13 percent of the graduating class of 1997 took an AP exam.

Opportunities and Issues

While the state's requirement of specific high school courses for college admission is designed to promote appropriate preparation for college, individual college and university admission criteria and processes are designed to identify as quickly and as fairly as possible those applicants most likely to succeed. Several new opportunities and emerging problems suggest a need for change in current criteria and processes.

The adoption in July 1997 of *Illinois Learning Standards* of what public school students should know and be able to do at five benchmarks, including high school graduation, will be the basis for revising the Illinois Goal Assessment Program (IGAP) and creating the Prairie State exam. When completed, these assessments in English language arts, math, science, social science, the fine arts, and foreign languages may be useful in the college-admission process.

Increasing numbers of home-schooled teens, who do not have transcripts, and questions about the value of using class rank as an admission criterion cause problems with traditional methods. Many high schools no longer calculate rank and admission based on rank doesn't make sense for college-preparatory schools such as the Illinois Mathematics and Science Academy. Preliminary prediction studies suggest that grades in the 13 required courses are better predictors of success than is reported class rank for recent entry classes.

For admission to be based primarily on grades in the 13 required courses, however, the review of transcripts must be made less time consuming. The use of SPEEDE-ExPRESS for electronically exchanging transcripts between institutions provides one way of streamlining this necessary review. Although institutions in the Central Illinois Regional Consortium—Bradley, Illinois State, Illinois Central College, and Peoria area schools—are beginning to use this

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protocol, every Illinois high school, college, and university will need to have Internet access and encoding software for all colleges and schools to electronically exchange transcripts.

Minority students continue to be far less likely to complete college-preparatory courses. Some college and university minority outreach and teacher development programs, which were expected to rectify this situation, have made little difference: "the extra attention after school and on Saturday can't begin to compensate for the poor instruction [students] receive during...the school day," teachers seldom stay "supercharged...once they return to schools where nobody cares what they have learned," and "these initiatives...drain energy away from needed changes in core instructional programs" (Haycock, p. 12). Instead of "projects," school-college-*community* partnerships need to be formed to align standards for high school graduation and for college admission and to create support structures for teachers.

The Undergraduate Experience

Undergraduate education in Illinois is a major enterprise. In 1996, 154 colleges and universities, with a total enrollment of more than 481,000 undergraduates, granted 27,000 associate degrees and 52,000 bachelor's degrees.

Policies

Board policy calls on colleges and universities to assess the basic skills of entering students and to place them in appropriate courses based on that assessment. Defining remediation as "coursework that is designed to correct skills deficiencies in writing, reading, and mathematics that are essential for college study," the policies indicate that colleges and universities are obligated to provide the support needed by the students they admit. The policy then calls on colleges and universities to "define expectations for the development of baccalaureate-level skills" and "objectives of general education," and, further, to "assess individual student progress" in achieving these expectations and objectives.

Besides the Board's policy on assessment, the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (NCA) adopted a resolution in 1989 requiring institutions to provide evidence, including assessment of student academic achievement, that the institution is accomplishing its purpose. Further, institutions need to show how they use this evidence to make improvements.

When the Board adopted its assessment policy in 1986, only seven other states had also done so. By 1995, 36 states required assessment in some form. Twenty-six states, like Illinois, required institutions to establish their own assessment programs, with most requiring annual or periodic reports. The remaining nine either established "gatekeeping" tests such as CLAST in Florida and TASP in Texas or incorporated assessment into a more comprehensive reform effort such as Tennessee's performance funding or Wisconsin's Accountability Policy adopted in 1993.

For an increasing number of students, achieving an undergraduate education includes transfer from one college or university to another. The Illinois Articulation Initiative (IAI) was launched in January 1993 to accelerate implementation of the Board's policies on transfer and articulation that were added when the undergraduate education policies were revised in September 1990. The Board's policies contain two key concepts on which the IAI is based: that "associate and baccalaureate degree-granting institutions must be equal partners" in delivering lower-division courses, and that "faculties must take primary responsibility for developing and maintaining program and course articulation." Although the IAI is cosponsored by the Board of

Higher Education, Illinois Community College Board, State Board of Education, and Transfer Coordinators of Illinois Colleges and Universities, the IAI is a voluntary cooperative agreement among more than 100 Illinois colleges and universities whose purpose is to assist the thousands of Illinois students who transfer from one college or university to another in pursuit of a bachelor's degree. A list of current participating institutions is presented in Appendix C.

Since the Board adopted policies on improving undergraduate education in 1986, various researchers (e.g., Jones and Ewell, 1993; Gardner, 1994; and Alley, 1996) have helped define what are now commonly called "best practices." These best practices can be summarized as follows:

- Expectations for student learning are high, clearly defined and communicated, and are set just beyond the current level of the students' intellectual development.
- Learning expectations are evident in a coherently designed and integrated curriculum.
- Students are actively involved in their own learning through discovery, demonstration, and collaboration with both peers and faculty members.
- Student learning is assessed frequently with feedback provided promptly both in courses and throughout the undergraduate experience.
- Faculty members are supported and rewarded for excellence in teaching.

Many of these practices have been the norm at the upper division or in the major. What is new in undergraduate education reform in the past decade is their extension into general education and into the lower division, particularly into the freshman year.

Expectations

Publishing high school course requirements for public college and university admission is one way to communicate expectations to prospective students. Freshman orientation programs and entry assessment leading to remediation also communicate expectations. Colleges and universities are finding that traditional summer or opening fall orientation programs—while necessary for assessing, advising, and registering new students—are insufficient for acculturating students into the academic community. To augment such programs, other options are being added. For example, Chicago State's eight-week summer bridge program offers tutorial and small group instruction in writing and math to prepare under-prepared students for freshman courses. At the University of Illinois at Urbana-Champaign, the First-Year Impact program provides a small-group opportunity for freshmen to meet weekly during the first half of the fall term to explore common issues. Both Northern Illinois University and University of Illinois at Chicago's College of Liberal Arts and Sciences require all freshmen to take a one-credit orientation "freshman-success" seminar, as do many community colleges. For the past three years, DePaul University has offered a week-long immersion course the week before fall classes begin. In fall 1997, almost a third of new freshmen took advantage of this opportunity to become engaged not only in the university and its academic culture but also to become familiar with the city of Chicago. Among community colleges, Richland offers three customized orientation programs for different groups of students, and Triton College offers "parent orientation" to parents of traditional-aged freshmen.

The September 1997 *Remedial Developmental Education* report found that seven percent of public university and 14 percent of community college students took remedial courses in fiscal year 1996, community colleges provide the majority of remedial coursework (89 percent), and the majority of remedial instruction is in math (61 percent of the credit hours). The study also found that the percentage of Illinois students enrolled in one or more remedial courses was lower than

the national average, but that the amount of remediation increased in the past decade, in part due to the new admission requirements' labeling intermediate algebra remedial. The most disappointing finding was that few colleges and universities evaluate their remedial courses and services by tracking student success in subsequent regular courses.

Finally, the study found that the remedial needs of immediate high school graduates and returning adults differ and require different treatment. The study clearly differentiated between students who need one or two remedial courses and those who need a substantial remedial program and between students who need a refresher course in writing or algebra and those who need remediation in reading. A large-scale national transcript study conducted by the National Center for Education Statistics came to similar conclusions. As explained by Clifford Adelman, the study's director,

> "If a student needs remediation only in writing (or needs to repeat an intermediate-algebra course), four-year colleges can handle the problem quickly. ...community colleges are better suited...to address a combination of multiple remedial needs.... Reading, however, is another matter—one that demands very serious attention.... Deficiencies in reading skills are indicators of comprehensive literacy problems.... The[se] comprehensive literacy problems...require solutions more far-reaching than even community colleges can provide" (p. A56).

In this light, the continued decline in Illinois students' reading scores on the IGAP reported this fall by the State Board of Education is cause for alarm. The subsequent announcement of a comprehensive reading initiative and the emphasis on reading across all of the *Illinois Learning Standards* deserve full, active support by the total higher education community. Better coordination at both the state and local level is also needed with the Secretary of State's literacy programs.

Curriculum

Because general education is the common component of all undergraduate degree programs, the IAI began by developing a transferable General Education Core Curriculum. This core curriculum was patterned after the lower-division general education programs of public universities and those private universities that receive large numbers of transfers. When it was developed in 1993-94, about half the public universities had just completed revising their general education programs, with most following a distribution model in which students select courses from approved lists by category. Nationally, about 85 percent of general education programs employ a distribution model (NCTLA, p. 26). Since participating institutions agree to accept for incoming transfer students completion of the IAI General Education Core Curriculum in lieu of their own comparable lower-division general education requirements, institutions can retain their own general education programs.

At the level of specific lower-division courses, the various IAI faculty panels are, in effect, setting minimum course content standards for courses within the transferable General Education Core Curriculum and for courses identified as essential for junior-year transfer into particular baccalaureate majors. To create the database of comparable courses to be included on the IAI's *iTransfer* website, each general education and baccalaureate major panel reviews the courses submitted by participating institutions to determine whether they match the panel's course descriptions. When development is completed, general education courses and lower-division major and prerequisite courses in about 25 majors will have been reviewed by panels of faculty members from across institutions.

Undergraduate curriculum is constantly changing. Nowhere is that more apparent than in the Illinois public community colleges whose general education programs have been under nearly constant revision for most of the decade. The Illinois Community College Board adopted model Associate in Arts (AA) and Associate in Science (AS) degree requirements, including minimum credit distributions in general education, in 1988, and revisions in 1991. No sooner had most community colleges implemented the necessary changes, when along came the IAI General Education Core Curriculum in 1994. While the IAI General Education Core Curriculum is similar to the precursor model AA and AS requirements, it differs in two ways: the General Education Core Curriculum presents only one set of requirements (since the public universities have only one all-campus general education program), and the definition of which disciplines (and courses) can be used to fulfill specific requirements is more restrictive. Since the IAI agreement on acceptance of AA and AS transfers is based on the degrees incorporating the IAI General Education Core Curriculum requirements, community colleges need to complete any necessary changes in campus requirements effective for summer 1998 admission.

Since 1994, Southern Illinois University at Carbondale implemented a new general education program in fall 1996 and Chicago State in fall 1997, both distribution programs. Governors State University adopted the IAI General Education Core Curriculum as its own requirements in fall 1996. In spring 1997, Illinois State University adopted a new program that, like Eastern Illinois University's, is a core program—that is, all students complete a set of the same courses and, then, select the rest from a small number of specially-developed courses. Northern Illinois University is currently reviewing proposed changes, and the University of Illinois at Chicago, which made only minor changes when it converted to a semester calendar in fall 1991, began discussions on revising its program last spring.

Private institutions are also revising general education programs. Concordia University revised its program effective fall 1997 as a result of its decision to convert to a semester calendar. Columbia College Chicago revised its general studies program to make it more coordinated or integrated and, in the process, dropped about 135 courses. Dominican University revised its arts and sciences core, North Central College reviewed its general education program as part of its decision to participate in the IAI, and Trinity Christian College requires all students to complete a field experience as part of its commitment to experiential learning.

Active and Collaborative Learning

Research has found that "students... persist in school longer and learn more if they are in 'learning communities'"—groups of peers who move through a sequence of courses together (NCTLA, p. 10). Three public universities have created such learning communities: Northern Illinois University's Focused Interest Groups (FIGs), Southern at Edwardsville's Learning Communities, and Illinois State's CONNECTIONS. Among community colleges, Black Hawk College began its first learning community among developmental students in fall 1996. The effort proved so successful, the college organized communities for students in allied health, pre-engineering, humanities, and the honors program in 1997-98. William Rainey Harper College also has offered 28 different learning communities for students since 1992.

Participants in Northern's FIGs live together in a residence hall, while Illinois State plans to offer this option beginning next fall. The University of Illinois at Urbana-Champaign offers four living-learning programs that are not course-based—Unit One offers courses, support services, film/discussion series, and field trips to both freshman and "returning" residents; Women in Math, Science, and Engineering (WIMSE) provides a dedicated computer facility and

study groups to up to 80 women in these majors; and Weston Exploration includes an academic-major/career-path exploration component for students who are undecided about their future plans.

To improve freshman retention, several large undergraduate institutions are offering freshmen an option of enrolling in a small class taught by a full-time tenured or tenure-track faculty member. For example, the University of Illinois at Urbana-Champaign created the freshman Discovery program in fall 1994. By fall 1996, 214 sections were offered, enrolling 63 percent of freshmen. An unanticipated byproduct has been the impact on teaching—offering a course to a maximum of 20 students has permitted faculty members to experiment with new approaches, assignments, and technology in a less threatening environment. Similarly, each section of the new Foundations of Inquiry course, the first course in Illinois State's new general education program, is limited to 30 freshmen and is taught by tenured or tenure-track faculty members. Illinois Institute of Technology's totally reorganized and focused undergraduate program includes "a restructured freshman year, with a program called 'Introduction to the Professions' allowing all freshmen to work directly with the faculty in their major, thus enabling them to clearly choose their area of professional concentration."

Student Assessment

The March 1995 report on *Assessing College Student Achievement* concluded that by summer 1994 most public universities and community colleges had not begun to assess individual student achievement of baccalaureate-level skills or of general education knowledge in the humanities, social sciences, or sciences or to use assessment results to improve learning. At that time, only Western Illinois University, Southern Illinois University at Edwardsville, and the University of Illinois at Springfield had implemented assessment programs that provided information useful for program improvement and that satisfied the NCA criteria. Since then, Governors State University, Northern Illinois University, and the University of Illinois at Urbana-Champaign developed and are implementing assessment plans. As a result of its mid-career assessment of students' writing skills, Eastern Illinois University moved the timing of the assessment from 60 semester credits to 45 semester credits. Because of its new general education program, most of Illinois State University's assessment plan is now being revised.

Community colleges, too, have made strides in implementing outcomes assessment. For example, Harold Washington College (a City College of Chicago) informs students through the catalog that writing assignments are an expected part of every credit course, and faculty submitted revised syllabi in October that clearly state writing requirements in order to implement the college's new writing-across-the-curriculum program. In addition, preliminary data from the college's assessment of critical thinking skills show that students who have earned more general education course credit score significantly higher than those with fewer credits. For the past four years, Kishwaukee College has focused on incorporating critical thinking skills, an expected outcome for degree conferral, into individual courses. In fall 1996, College of Lake County also began assessing critical thinking skills, a learning outcome expected in its revised general education program. Faculty teams collectively developed a scale with which to evaluate student papers gathered from a variety of courses. The scale was then revised and clarified based on this pilot evaluation. Beginning in 1997-98, Oakton Community College is requiring each department responsible for courses included in general education to assess students' achievement of that general education objective as part of program review.

Faculty Development

The January 1992 *Learning and Teaching* report concluded that "public colleges and universities placed greater emphasis on improving the 'learning' side of the equation than the 'teaching' side." The report identified a series of questions about the faculty's role in undergraduate education that were later expanded into the PQP focus on Faculty Roles and Responsibilities begun in November 1993. This report will not attempt to summarize the many campus and Board reports on faculty contributions over the past four years.

One outgrowth of the focus on the faculty's undergraduate teaching role, however, has been the creation of campus units devoted to improving instruction. Most of these units provide campus-wide faculty development programs, ranging from new-faculty orientation programs to on-going seminars on teaching to teaching-assistant training. Examples of such units created in the past few years are Illinois State's Center for the Advancement of Teaching, the University of Illinois at Chicago Council for Excellence in Teaching and Learning, the University of Illinois at Springfield Center for Teaching and Learning, and the University of Illinois at Urbana-Champaign Teaching Advancement Board. Northwestern University's Searle Center for Teaching Excellence facilitates on-going discussion about teaching and learning through *The Class Act* newsletter, workshops, an annual retreat, small grants to support innovation, and a program for teaching assistants.

Offering a slightly different program is Northern Illinois University's Multicultural Curriculum Transformation Institute, which offers a summer program to 20 selected faculty members to incorporate multicultural information and experiences into courses and curricula. Columbia College Chicago's Center for Teaching Excellence provides faculty development for the college's part-time faculty members, as does Danville Area Community College's Part-time Faculty Academy. Danville also has part-time faculty members from business mentor full-time faculty members in order to share current workplace issues and demands. Kishwaukee College and South Suburban College both provided funds to send teams of faculty members to visit colleges and universities with exemplary programs. Danville Area Community College supported visits by English and other general education faculty members to businesses and industries in the community to gain first-hand experience of the competencies employers expect of students in order to integrate academic and occupational education.

Another important action was Southern Illinois University at Edwardsville's total revision and realignment of faculty policies, processes, and criteria—tenure, promotion, salary, workload, and professional development—to recognize quality teaching. These revised faculty policies also guide program review and are aligned with student assessment in order to tie teaching and learning firmly together as the *sine qua non* of the University's commitment to excellence in undergraduate education.

Opportunities and Issues

In the rush to adopt "best practices," the National Center on Postsecondary Teaching, Learning, and Assessment (NCTLA) cautions that no single program works equally well for all students. For example, its studies show that for first-generation students, orientation seminars, help in using the library, and an encouraging campus environment were far more important to success than for other students (NCTLA, 1995, p. 6).

Also, not all problems have been addressed. Two recent studies reported on reasons why 44 percent of beginning math, science, and engineering students change majors. Students were

"dissatisfied with the way introductory courses were taught." Large, impersonal lectures "designed to 'weed out' unqualified students" (Geraghty, 1997) and professors preoccupied with research, who were indifferent to student learning, unable to explain coherently, lectured in a monotone, and, the worst, "silent teaching—an instructor writing on the board with his/her back to the class" were cited by both changers and persisters (NSF, pp. 36-37).

Graduation and Beyond

One goal of the Board's policies on improving undergraduate education was to increase the number of baccalaureate-educated citizens in Illinois who contribute to the state's economy and quality of life.

Trends in Persistence, Transfer, Graduation, and Time to Degree

The public university-community college Shared Enrollment/Graduation Data System created as a result of the recommendations by the Committee on the Study of Undergraduate Education make possible the tracking of students from one institution to another. The July 1996 report on *Retention, Graduation, and Time-to-Degree of Baccalaureate Students at Public Universities* showed that 53.3 percent of the public university freshman cohort in 1989-90 earned their baccalaureate degree from a public university within six years compared to 51.9 percent in the 1985-86 entry cohort. The six-year baccalaureate graduation rates of African American and Hispanic students are lower, although the rate for African Americans increased from 19.8 percent for the 1985-86 entry cohort to 27.3 percent for the 1989-90 entry cohort, and for Hispanics the rate increased from 33.6 percent to 38.3 percent. This Illinois public university six-year graduation rate for the 1989 entry cohort of both full- and part-time students compares favorably to the Maryland public university six-year graduation rate of 58.2 percent for the 1989 full-time (only) freshman entry cohort, and with the University of Wisconsin System's six-year baccalaureate graduation rate of 52.6 percent for the fall 1989 entry cohort.

The May 1997 *Student Transfer in Illinois* report noted that community college fall baccalaureate-transfer enrollment increased both absolutely and as a percent of total enrollment between fall 1989 and 1996, and that the number of associate degrees of all types increased by 16.7 percent between fiscal years 1989 and 1996. The number of transfers from community colleges to public universities, while varying from year to year, increased overall by 8 percent from fall 1987 to fall 1996. Students in the fiscal year 1991 entry cohort (drawn from the Shared Data System) who began study at a community college and then transferred to a public university were as successful in completing their bachelor's degrees as were students who started at a public university. The report also showed that those transfers who completed an associate degree before transfer were more likely to complete their bachelor's degree within six years of college entry. Overall, 45.8 percent of these traditional transfers in the 1991 cohort earned their bachelor's degree within six years compared to 47.7 percent of the public university-only students in the 1991 cohort. The report also found that more 1991 cohort transfers had earned an associate degree and more completed both the associate and bachelor's within six years than did so in the previously studied 1988 entry cohort.

Various ways to accelerate degree completion were identified in the Committee to Study Affordability's final report, including improved high school preparation to bypass remediation, completion of freshman courses in high school (through AP, for example), and enrolling year round and for maximum credits each term. Campuses were asked to examine whether required courses are offered frequently enough and whether a sufficient number of course sections are offered to meet student needs. In response, Western Illinois University, in cooperation with

Eastern Illinois University, studied barriers to progress and explored possibilities for completing a bachelor's degree in three years. The University of Illinois at Chicago systematically increased the number of sections of freshman composition and key math courses and added support for freshman math and science classes to increase students' chances of success. Effective in fall 1998, Northern Illinois University will implement a sliding-scale tuition schedule to provide incentives for students to register for more credits and graduate in less time. The schedule reduces the cost of each successive credit hour from 1 to 16, and offers classes for free beyond the 16th credit hour in a term. In addition, the IAI and new dual admission programs—such as those between Northern and Elgin Community College, between Western and Black Hawk College, and between Roosevelt University and Elgin—should also promote timely degree completion in the future.

Degree "credit creep" is also responsible for extending time-to-degree completion. In Illinois, both engineering and education majors are hard pressed to complete a degree in four years due to the number of credits needed to meet accreditation and licensure requirements. In the last few years, several states have restricted the number of credits that can be required in a baccalaureate degree—e.g., Alaska, Florida, Kansas, Nebraska, Oregon (SHEEO, 1996). Other states are adding "tuition surcharges" for students registering for "excess credit"—e.g., North Carolina imposed a 25 percent surcharge for enrolling in more than 140 credits (or 115 percent of number needed for baccalaureate completion) and Utah requires students to pay out-of-state tuition rates after 150 percent of credits required for their degree program. The issue in rapid-growth states is that so many students want to attend that "those who stay too long are like diners who won't give up their table in a restaurant" (Gorman, 1996). In their 1998 PQP reports colleges and universities are to address academic advancement towards timely degree completion whether the student is attending full or part time.

Post-Baccalaureate Education and Work

In 1990, the public universities began a six-year pilot study of common questions to be used in annual follow-up surveys of baccalaureate graduates. The September 1996 report on the *Follow-up Surveys of 1994 Graduates* one year after their baccalaureate graduation reported that 80 percent of the men and 75 percent of the women had found full-time employment, with more than 75 percent in jobs related to their baccalaureate major. Seventeen percent were pursuing further education full time and 13 percent part time. Ninety-two percent (virtually all) felt positive about their undergraduate experience. The survey of the class of 1984 ten years after graduation showed that 83 percent were employed full time and eight percent part time, and that about a third pursued further education, primarily master's degrees. Nearly 60 percent of math and science majors had completed another degree, ranging from master's to M.D.s to Ph.D.s.

In 1995, individuals with a bachelor's, on average, earned 73 percent more annually than high school graduates, with the spread increasing from 57 percent 20 years ago. Annual earnings by bachelor's degree holders have grown by six percent *more than inflation* since 1975, while the earnings of high school graduates lost ground (ACE, 1997). Due to the current strong economy and shortages of qualified workers, the class of 1998 is expected to have the best employment prospects of any this decade, with 70 percent of employers surveyed planning hiring increases. The market is so strong that "the percentage increase in starting salaries for liberal arts majors is expected to exceed the increase for computer majors—6.5 percent versus 6.3 percent" (Klott, 1997), though actual starting salary for computer majors continues to be higher. As the Commission on National Investment in Higher Education concluded, "If the U.S. economy continues to place a high value on a college-educated workforce, which we believe it will, then only college graduates will be able to hold their own economically [by] 2015" (p. 6).

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COMPARISON OF UNDERGRADUATE EDUCATION MEASURES

	Before		After		Change
Preparation: High School Course Taking					
Percent of HS Students Taking College-Prep Math	1987	53 %	1995	73 %	20
Percent of ACT Test Takers with Core or More	1986	16 %	1997	49 %	33
Percent of SAT Test Takers with 20 courses or More	1988	29 %	1997	46 %	17
Number of AP Test Takers	1987	12,140	1997	23,099	90%
Number of AP Tests Taken	1987	18,457	1997	39,065	112%
Statewide					
Associate Degrees Conferred	1986	25,089	1996	27,006	8%
Baccalaureate Degrees Conferred	1986	47,011	1996	52,076	11%
Transfer					
Fall Community College-Public University Transfers	1987	9,657	1996	10,440	8%
Traditional Transfers with Associate Degree	FY88 *	3,462	FY91 *	3,843	11%
Traditional Transfers with Assoc & Bacc in 6 Years	FY88 *	1,834	FY91 *	2,077	13%
Public University Baccalaureate Graduation Rate					
Percent of Freshmen after Four Years	FY86 *	25.2 %	FY90 *	23.7 %	(1.5)
Percent of Freshmen after Six Years	FY86 *	51.9 %	FY90 *	53.3 %	1.4

**Entry cohort year*

Sources: *ACT Assessment, 1997 Results: Summary Report, Illinois;*
College Board, *Illinois Report of 1997 College-Bound Seniors: A Profile of SAT Program Test Takers;*
SBE Course Census; and BHE Data Systems and Previous Reports

Conclusions and Recommendations

Since adopting high school courses for college admission in 1985 and recommendations from the Committee on the Study of Undergraduate Education in 1986, the Board of Higher Education has continually called attention to the importance of undergraduate education and to the need to improve the quality of the undergraduate experience statewide. This report draws attention to several aspects needing renewed and sustained attention, as not all undergraduates are being equally well served, and not all problems have been solved. The PQP *Recommendations for 1997-98* already ask colleges and universities to address issues identified in the September 1997 report on *Remedial/Developmental Education* and to report on steps taken to advance individual student progress towards degree completion in their 1998 PQP reports.

This report shows that although more high school students are taking the courses required for college admission, only half of those expecting to attend college are doing so, and recent Illinois reports on reading skills are cause for alarm. The Board and colleges and universities need to renew efforts to improve high school preparation, in general, and reading performance, in particular. To do so, school-college partnerships at both the state and institution levels need to be re-conceptualized. Among colleges and universities, too many partnerships are narrowly focused, temporary arrangements rather than on-going efforts to address multi-faceted mutual problems. At the state level, besides the need for continuous cooperation among the Board of Higher Education, Illinois Community College Board, and State Board of Education in integrating the education system from pre-kindergarten through graduate school, partnerships need to be formed, as well, with other agencies and initiatives.

The report also shows that the significant gap continues between the achievement of African American and Hispanic students, on the one hand, and white and Asian American students, on the other. Since fewer African American and Hispanic students complete the required core courses in high school, they are more likely to need remediation, more likely to drop out during or at the end of their freshman year, and less likely to complete a bachelor's degree in six years after entry. Too many early outreach and other programs for minority students are supported by non-recurring funds as "projects." The Board of Higher Education and individual colleges and universities need to re-conceptualize programs for minority students to broaden support and work more effectively with the State Board of Education and the elementary and secondary school community to improve education for minority students.

Despite these continuing issues, however, significant progress was made in improving undergraduate education statewide in the past decade. The accompanying table presents a before and after snapshot of five indicators of high school course-taking behavior, two of degrees conferred, three of transfer behavior, and two of time to degree completion. Change in all but one is positive.

Although some individual campus efforts began before the Board first adopted its policies in 1986, change would not have been as rapid or as widespread without the Board's leadership. Over the years, the Board's undergraduate education agenda was amplified by adoption of related policies to improve minority student achievement, workforce preparation, and affordability. Setting these policy directions, however, was not sufficient to assure action. The Board also systematically followed up on campus implementation of the policies through its responsibilities for program approval and review and targeted resources in annual budget recommendations. Since October 1991, the Board has also used the PQP process to tie program and budget decisions to campus and state priorities, including the Board's priority on undergraduate education. As part of their annual PQP reports, from fiscal year 1993 through 1997,

community colleges and public universities reported reinvesting $113 million (an average of nearly $23 million per year) in improving undergraduate education.

Since 1986, nearly all colleges and universities made major changes in their general education programs so that the general education component of undergraduate education has again come to have real meaning. Some colleges and universities adopted various best practices identified in national studies, such as offering "freshman-success" orientation courses, organizing freshman learning communities, having freshmen enroll in at least one small class taught by a full-time tenured or tenure-track faculty member, and emphasizing writing and critical thinking skills across the curriculum. A few public universities and community colleges stand out as exemplary:

- Danville Area Community College—integration of academic and occupational education, student monitoring and outcomes assessment, faculty development programs, and close links to the community.
- Illinois State University—new general education core (especially Foundations of Inquiry course), freshman *CONNECTIONS* learning communities, creation of University College to house advising and support services, and the Center for Teaching and Learning.
- Oakton Community College—inter- and cross-disciplinary faculty development, curriculum integration, and coordination of assessment with program review.
- Parkland College—general education objectives, faculty development, and diversity efforts.
- Southern Illinois University at Edwardsville—faculty policies, the Senior Assignment (assessment), merger to create College of Arts and Sciences, and freshman learning communities.
- University of Illinois at Urbana-Champaign—Discovery, Freshman Convocation, First-Year Impact, living-learning units, and undergraduate involvement in faculty research.
- Western Illinois University—revised general education emphasizing writing, assessment plan and Assessment Day, state-of-the-art computerized campus, and partnerships with surrounding schools and community colleges.

Each of these institutions adopted a mission statement in which undergraduate education is a highly visible priority, and campus leadership is committed—and has committed resources—to achieving the shared mission. Although each institution started from a different point, all campus programs and efforts are working together to further the common goal of providing a high quality undergraduate education experience to students.

The Board of Higher Education, together with colleges and universities and their governing boards, should expand upon these exemplary efforts to continue the progress made in improving undergraduate education in the past decade and to renew commitment to solving, together, the issues remaining.

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APPENDIX A

MEMBERS OF THE COMMITTEE ON THE STUDY OF UNDERGRADUATE EDUCATION 1986 AND 1990

Jane Hayes Rader, Board of Higher Education, Chair 1986
Jane T. Williamson, Board of Higher Education, Member 1986 and Chair 1990

Elias C. Argott, City Colleges of Chicago, 1986
George F. Arnold, Monmouth College, 1986 and 1990
Ines Bocanegra-Gordon, City Colleges of Chicago, 1990
John Bradburn, Elgin Community College, 1986 and 1990
Clinton Bristow, Chicago State University, 1990
Carol K. Burns, Board of Regents, 1986
Patricia Ewers, DePaul University, 1986 and 1990
Sheila Heitzig, Student, Western Illinois University, 1990
John O. Hunter, College of Lake County, 1986
Robert W. Jefferson, Western Illinois University 1986 and Illinois State University, 1990
Deborrah R. Jones, Student, Lewis and Clark Community College, 1986
Evelyn Kaufman, Board of Governors, 1986 and 1990
Louise A. Kerr, University of Illinois at Chicago, 1990
Carol Kimmel, Southern Illinois University Board of Trustees, 1986
Jerry Lacey, John A. Logan College Board of Trustees, 1986 and 1990
Earl E. Lazerson, Southern Illinois University at Edwardsville, 1986 and 1990
John P. McCall, Knox College, 1986 and 1990
Molly F. Norwood, William Rainey Harper College Board of Trustees, 1986 and 1990
Ernest T. Pascarella, University of Illinois at Chicago, 1986
Raymond A. Pietak, Joliet Junior College, 1990
Daryl Porter, Student, South Suburban College, 1990
William F. Prokasy, University of Illinois at Urbana-Champaign, 1986
Hibbert R. Roberts, Illinois State University, 1986 and 1990
William J. Settles, Kennedy-King College, 1986 and 1990
Benjamin Shepherd, Southern Illinois University at Carbondale, 1990
E. Arthur Stunard, DeVry Institute of Technology-Chicago, 1990
Steven E. Tozer, University of Illinois at Urbana-Champaign, 1990
Cheryl Warmann, Student, University of Illinois at Urbana-Champaign, 1986
Robert Wheeler, Northern Illinois University, 1990
Charles P. Wolff, University of Illinois Board of Trustees, 1990

BOARD OF HIGHER EDUCATION POLICIES ON UNDERGRADUATE EDUCATION
Adopted September 1990

1. The faculty, students, administrators, and governing board of each college and university have primary responsibility for continuing efforts to maintain and strengthen the quality of undergraduate education.

2. The statewide goals for improving undergraduate education are:

   - strengthening the academic preparation of high school students for college admission,

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- expanding access to higher education and improving students' chances for success in achieving their educational objectives,
- promoting excellence in undergraduate teaching and increasing interaction between faculty members and students,
- enhancing student involvement in and commitment to learning and academic achievement,
- emphasizing the centrality of general education to baccalaureate education, and
- establishing partnerships between associate and baccalaureate degree-granting institutions and their faculties to expand opportunities for students to complete the baccalaureate degree through transfer.

The Illinois Board of Higher Education will give priority to achieving these goals in the state-level processes of program approval, program review, and budget development.

3. Developing and securing the means and conditions necessary to achieve these goals must be a cooperative effort among colleges and universities, the Illinois Board of Higher Education, and state government. Within higher education, planning and resource allocation priorities at all levels should emphasize the improvement of undergraduate education and should provide incentives to improve undergraduate instruction. The Illinois Board of Higher Education will regularly examine the state-level policies and procedures for developing budget recommendations for public institutions and for program approval and review to assure that appropriate incentives are provided to institutions to improve the undergraduate educational experience.

Student Preparation, Access, and Retention

4. Colleges and universities should assist in improving the preparation of students by informing potential students, parents, and schools of expectations for adequate academic preparation and by assisting schools in strengthening the preparation of high school students.

5. Each college and university should establish specific criteria for admission to baccalaureate and baccalaureate-transfer programs of applicants who do not meet the institution's requirements for regular admission.

6. In the development of policies and procedures for admission of students who do not meet their requirements for regular admission, colleges and universities should provide opportunities to applicants who did not have an opportunity to complete a college-preparatory curriculum in high school and to educationally disadvantaged applicants who are admitted to formally organized special assistance programs tailored to meeting their needs.

7. Colleges and universities should assure that the academic, social, and financial support services needed to maximize the opportunity for all students to succeed are provided throughout the college experience and should assure that students receive regular academic advising.

8. Colleges and universities should treat participants in intercollegiate athletics similarly to other undergraduate students. Intercollegiate athletes should be recruited and admitted to academic programs in which they can be expected to succeed and should have regular access to classroom instruction, advising, academic services, and student life programs. Their academic progress and graduation pace and rate should be comparable to that of other undergraduates in the same academic programs. Colleges and universities should make available to students

being recruited for athletic participation information on the progress, retention, and completion of cohorts of student athletes.

9. Colleges and universities should assure that the academic needs of all admitted students are identified through institutionally established assessment programs. Although community colleges should continue to play a leading role in remedial education, all colleges and universities should provide admitted students needed remedial coursework as identified through the institutional assessment process. Universities are encouraged to establish cooperative arrangements with community colleges to provide remedial coursework to university students with deficiencies in writing, reading, and mathematical skills.

10. Remediation at the postsecondary level is coursework that is designed to correct skills deficiencies in writing, reading, and mathematics that are essential for college study. No credit toward degree completion will be granted for remedial coursework.

11. Colleges and universities should provide recognition and development programs for faculty members involved in remedial programs and academic support services and should encourage the application of new technologies and research in learning and skill development that enhance work in these areas.

12. The statewide system for providing high schools information on the academic progress of undergraduate students will be continued by the Illinois Board of Higher Education in cooperation with colleges and universities. This information system will be used to inform high schools of the progress and achievement of recent high school graduates in college and will provide the basis for cooperative efforts between schools and colleges and universities to strengthen the preparation of students.

Student Achievement, Scholarship, and General Education

13. To enhance the undergraduate educational experience, colleges and universities should promote excellence in undergraduate teaching, interaction between faculty and students, student involvement in and commitment to learning and academic achievement, and the centrality of general education to baccalaureate education.
14. Colleges and universities should define the objectives of the general education and the program major portions of the undergraduate curriculum and expectations for the development of baccalaureate-level skills, establish time frames for students to achieve these objectives and expectations, and communicate to students the rationale for and importance of these objectives and expectations. Student responsibilities in achieving these objectives and expectations should be emphasized in academic advising.

15. Colleges and universities should conduct regular reviews of the undergraduate educational experience. These reviews should include the undergraduate curriculum (general education, program majors, and the development of baccalaureate-level skills) and the quality of teaching and the learning environment, academic and student support services, and institutional policies and procedures affecting undergraduate students. The findings and conclusions of these reviews should be reported to the Illinois Board of Higher Education.

16. Each college and university should assess individual student progress in achieving its objectives for general education, the major, and the development of baccalaureate-level skills in order to promote the success of all students. It is expected that colleges and universities will assess student progress at appropriate intervals and that assessment results will be used to

reinforce the maintenance of academic standards and to improve the undergraduate educational experience. The results of the assessment of student progress should be incorporated into program review.

17. The statewide system for monitoring the academic progress, retention, and completion of cohorts of undergraduate students will be continued by the Illinois Board of Higher Education in cooperation with colleges and universities. This information should serve as the basis for the regular review and improvement of the undergraduate curricula and support services of colleges and universities.

18. The Illinois Board of Higher Education will use institutional trends in student progress, retention, and completion; campus-level reviews of the undergraduate educational experience; and other information to monitor statewide trends in student achievement in, resource commitments to, and program quality results of undergraduate education. In cooperation with colleges and universities, the Illinois Board of Higher Education will use these state-level analyses to make necessary modifications in state policies on undergraduate education.

Transfer and Articulation
Amended September 1994 and May 1997

19. Associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of baccalaureate degree programs in Illinois. While each institution is ultimately responsible for the quality of the programs it provides, both associate and baccalaureate degree-granting institutions are expected to work together to assure that their lower-division baccalaureate programs are comparable in scope, quality, and intellectual rigor.

20. Any student admitted in transfer to an Illinois baccalaureate degree-granting institution should be granted standing comparable to current students who have completed the same number of baccalaureate-level credit hours and should be able to progress toward baccalaureate degree completion at a rate comparable to that of students who entered the baccalaureate institution as first-time freshmen. To assure students of comparable treatment, it is expected that:

    a) Students admitted in transfer who have earned an Associate in Arts or an Associate in Science degree from a regionally accredited Illinois community or junior college whose general education requirement for the degree incorporates the Illinois General Education Core Curriculum will have met the receiving institution's all-campus, lower-division general education requirement for the baccalaureate degree (or for a second associate degree). A receiving institution may, however, require admitted transfer students to complete an institution-wide and/or mission-related graduation requirement that is beyond the scope of the Illinois General Education Core Curriculum.

    b) Students admitted in transfer who have satisfactorily completed the Illinois General Education Core Curriculum at any regionally accredited Illinois college or university prior to transfer should be granted credit in lieu of the receiving institution's all-campus, lower-division general education requirement for an associate or baccalaureate degree. A receiving institution may, however, require admitted transfer students to complete an institution-wide and/or mission-related graduation requirement that is beyond the scope of the Illinois General Education Core Curriculum.

    c) Students admitted in transfer who have satisfactorily completed courses within the Illinois General Education Core Curriculum at a regionally accredited Illinois college or

university should be granted credit towards fulfilling the receiving institution's comparable all-campus, lower-division general education requirement.

d) Students admitted in transfer who have met program entry requirements and have satisfactorily completed courses described in an Illinois Articulation Initiative Baccalaureate Major Curriculum Recommendation at a regionally accredited Illinois college or university should be granted credit towards fulfilling the receiving institution's comparable lower-division requirements for that specific major. Where admission is competitive, completion of a Baccalaureate Major Recommendation does not guarantee admission.

21. Presidents and chief academic officers of associate and baccalaureate degree-granting institutions should provide leadership in implementing state policies on transfer and articulation and in resolving issues of mutual concern. To this end, the Illinois Board of Higher Education, in conjunction with the Illinois Community College Board, will regularly convene the presidents of baccalaureate and associate degree-granting institutions and system academic leadership to assess the status of state policies on transfer and articulation and to resolve any issues that arise.

22. Program faculties from both associate and baccalaureate degree-granting institutions should take primary responsibility for developing and maintaining course and program articulation agreements and for promoting compatibility between associate and baccalaureate curricula.

23. Associate and baccalaureate degree-granting institutions should work together to expand opportunities for students to complete baccalaureate degrees. Through formal partnerships, associate and baccalaureate institutions should jointly encourage baccalaureate degree completion and provide information on the transfer process, guidance in program and course selection, and orientation to the academic environment to prospective transfer students. Dual admission, "2+2," and similar articulation and transfer agreements should be developed to facilitate the transfer of students.

24. Colleges and universities should assure that transfer students have the same opportunities as other students to participate in the social, cultural, and academic support services necessary for their integration into the campus community.

25. A statewide system for monitoring the academic progress of cohorts of community and junior college students who transfer to baccalaureate degree-granting institutions shall be established by the Illinois Board of Higher Education in cooperation with the Illinois Community College Board and baccalaureate degree-granting institutions. This information should serve as the basis for the regular review and improvement of the undergraduate curricula, support services, and articulation and transfer agreements of associate and baccalaureate degree-granting institutions. The Illinois Board of Higher Education, in consultation with the Illinois Community College Board, will examine institutional and statewide trends in student transfer and degree completion and will use these analyses to make necessary modifications to policies on articulation and transfer.

Faculty and Excellence in Teaching

26. Colleges and universities should give increased attention to the emerging challenges to faculty and excellence in teaching: the changing composition of the faculty, new roles for faculty members, the changing characteristics of the student body, and new methods for the delivery of instruction. Each college and university should also give increased attention to

keeping the public informed about its mission and priorities and its commitment to excellence in teaching and to undergraduate education.

27. Each college and university should assure that faculty members are well prepared to teach. Doctoral degree-granting institutions should provide supervised teaching opportunities to develop the teaching skills of graduate students who plan academic careers. Colleges and universities should also make special efforts to emphasize the importance of instruction in orientation programs for new faculty members, to assist classroom instructors in developing their teaching skills, and to integrate part-time faculty members into the academic processes of the institution.

28. Proficient scholar-teachers are essential to the improvement of undergraduate education. Each faculty member should engage in scholarship and keep abreast of developments in the discipline through such activities as continuing study in the discipline and related disciplines, designing new courses, authoring works that synthesize and clarify developments in the field, or participating in professional activities, as well as through research and creative activity. Each faculty member should also keep abreast of developments in teaching techniques and in the teaching and learning process.

29. Faculties and their institutions should jointly develop the means to support continuous opportunities for faculty members to grow and develop in their instructional and scholarly roles. Opportunities should be provided not only for course and curriculum development, but also for the improvement of instructional strategies and the incorporation of baccalaureate-level skills (i.e., communication, mathematical, and critical and analytical thinking skills) into baccalaureate coursework. Faculty members should also be assisted in seeking formal and informal feedback from peers and students on teaching effectiveness.

30. Colleges and universities should assure that the importance of undergraduate teaching and advising is recognized through formal acknowledgment of outstanding contributions and through criteria used in faculty appointment, salary, promotion, and tenure decisions.

31. Colleges and universities should assure that faculty assignments reflect the importance of undergraduate instruction by maintaining an appropriate balance between undergraduate instruction and graduate instruction, research, and public service. This balance should include the assignment of the institution's most effective teachers to undergraduate courses, particularly lower-division courses.

32. Because faculty members play a key role in program improvement, an evaluation of the policies and practices that provide the conditions for faculty members to enhance undergraduate instruction shall be incorporated into the program review process at both the state and institutional levels.

APPENDIX B

ILLINOIS BOARD OF HIGHER EDUCATION
REPORTS ON UNDERGRADUATE EDUCATION SINCE SEPTEMBER 1986

The Scope and Effectiveness of Remedial/Developmental Education in Illinois Public Universities and Community Colleges, September 1997

Transfer and Articulation—*A*. Student Transfer in Illinois Higher Education, *B*. The Illinois Articulation Initiative: Status and Endorsements, *C*. Undergraduate Education: Policies on Transfer and Articulation, and *D*. Illinois Articulation Initiative Website Presentation, May 1997

Standards for Student Learning, September 1996

Standards for Teaching, September 1996

Student Preparation for College: Update, September 1996

Public University Baccalaureate Follow-up Surveys of 1994 Graduates, September 1996

The Illinois Articulation Initiative: Status Report and Additional Endorsements, July 1996

Retention, Graduation, and Time-to-Degree of Baccalaureate Students at Public Universities, July 1996

Student Preparation for College, May 1996

The Illinois Articulation Initiative: Articulation in Baccalaureate Majors, November 1995

Public University Baccalaureate Follow-up Surveys of the 1984, 1988, and 1991 Graduates, September 1995

The Illinois Articulation Initiative: Articulation in Baccalaureate Majors, May 1995

Factors Affecting Undergraduate Persistence and Time to Degree in Illinois Public Universities, May 1995

Undergraduate Education: Assessing College Student Achievement, March 1995

The Illinois Articulation Initiative: Implementation of the General Education Core Curriculum, March 1995

Policies on Transfer and the General Education Core Curriculum, September 1994

The Illinois Articulation Initiative: The Transferable General Education Core Curriculum, July 1994

Baccalaureate Student Graduation, Time-to-Degree, and Retention at Illinois Public Universities, May 1994

Undergraduate Education: Transfer and Articulation Reexamined, May 1994

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Undergraduate Education: Access and Preparation Reexamined, March 1994

Articulation Initiative Progress Report, September 1993

Undergraduate Education Policies: Implementation Update—*A*. Enrollment, Transfer, and Degree Patterns of Public University Baccalaureate Recipients and *B*. Public University Baccalaureate Class of 1991 Follow-up Survey, July 1993

Fall 1993 Admission Requirements for Public Universities and Community Colleges, November 1992

Baccalaureate Student Graduation Rates and Time to Degree at Illinois Public Universities, October 1992

Transfer and Articulation, September 1992

Undergraduate Education: Transfer and Articulation, May 1992

Undergraduate Education: Access and Preparation, March 1992

Undergraduate Education: Learning and Teaching, January 1992

Status Report on Monitoring Student Progress, October 1991

Implementation of Policies on Undergraduate Education, April 1991

Status Report on Monitoring Student Progress Projects, October 1990

Undergraduate Education: Report of the Committee on the Study of Undergraduate Education, September 1990

Public University and Community College Reviews of Undergraduate Education, July 1990

Fall 1993 Admission Requirements at Public Universities, July 1990

1989 Legislation Related to Admission Requirements at Public Universities and Community Colleges—*A*. High School Course Requirements for Admission to Public Universities as Defined by Public Act 86-0954, and *B*. Board of Higher Education Response to Public Act 86-0954, January 1990

School-College Partnerships, January 1990

Retention and Graduation Patterns at Illinois Public Universities, September 1989

Status Report on Monitoring Student Progress, May 1989

Public College and University Admission Requirements, March 1989

Public College and University Admission Requirements, January 1989

Status of Undergraduate Education Initiatives, December 1988

Learning Outcomes for College-Bound Students and Public University Admission Requirements, October 1987

Status Report on Undergraduate Education, September 1987

Status Report on the Implementation of Board of Higher Education Policies on Undergraduate Education, March 1987

Status Report on Efforts to Improve Student Preparation for College, January 1987

Undergraduate Education: Report of the Committee on the Study of Undergraduate Education, September 1986

APPENDIX C
IAI PARTICIPATING INSTITUTIONS

Public Universities

Chicago State University
Eastern Illinois University
Governors State University[1]
Illinois State University
Northeastern Illinois University
Northern Illinois University
Southern Illinois University at Carbondale
Southern Illinois University at Edwardsville
University of Illinois at Chicago
University of Illinois at Springfield[1]
University of Illinois at Urbana-Champaign
Western Illinois University

Public Community Colleges

Belleville Area College
Black Hawk College
City Colleges of Chicago
[Richard J. Daley, Kennedy-King, Malcolm X, Olive-Harvey, Harry S Truman, Harold Washington, and Wilbur Wright]
Danville Area Community College
College of DuPage
Elgin Community College
William Rainey Harper College
Heartland Community College
Highland Community College
Illinois Central College
Illinois Eastern Community Colleges
[Frontier, Lincoln Trail, Olney Central, and Wabash Valley]
Illinois Valley Community College
Joliet Junior College
Kankakee Community College
Kaskaskia College
Kishwaukee College
College of Lake County
Lake Land College
Lewis & Clark Community College
Lincoln Land Community College
John A. Logan College
McHenry County College
Metropolitan Community College
Moraine Valley Community College
Morton College
Oakton Community College
Parkland College
Prairie State College
Rend Lake College
Richland Community College
Rock Valley College
Carl Sandburg College
Sauk Valley Community College
Shawnee Community College
South Suburban College of Cook County
Southeastern Illinois College
Spoon River College
Triton College
Waubonsee Community College
John Wood Community College

Private Colleges Universities (Bachelor's)

Aurora University
Benedictine University
Blackburn College
Bradley University
College of St. Francis
Columbia College Chicago
Concordia University
DePaul University
DeVry Institute of Technology, Chicago and DuPage
Dominican University
East-West University
Elmhurst College
Eureka College
Illinois Institute of Technology (Engineering only)
Judson College
Kendall College
Knox College
Lake Forest College
Lakeview College of Nursing[1]
Lewis University
Loyola University Chicago
MacMurray College
McKendree College
Millikin University
NAES College
National-Louis University
North Central College
Olivet Nazarene University
Quincy University
Robert Morris College
Roosevelt University
St. Anthony College of Nursing[1]
St. Francis Medical Center College of Nursing[1]
St. Xavier University
Trinity Christian College
West Suburban College of Nursing[1]

Private Colleges (Associate's)

Lexington College
Lincoln College
MacCormac College
Northwestern Business College
St. Augustine College
Springfield College in Illinois

Receiving Institutions

American Islamic College
College of Office Technology
ITT Technical Institute (Hoffman Estates & Matteson)

[1]*No lower-division*

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